

3b

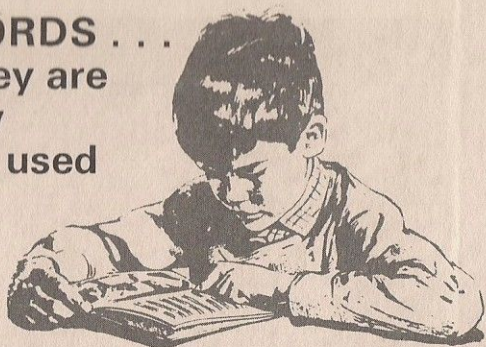
Boys and girls



**The Ladybird Key Words
Reading Scheme**

KEY WORDS . . .

what they are
and how
they are used



Some of the words in the English language are used much more frequently than others. These words which appear more frequently can be called Key Words.

Research shows that twelve of these Key Words make up one quarter of all those we read and write. One hundred of them form half, and three hundred about three-quarters, of the total number of words found in juvenile reading. *Reading skill is accelerated if these important words are learned early and in a pleasant way.*

The Ladybird Key Words Reading Scheme is based on these commonly used words. Those used most often in the English language are introduced first—with other words of popular appeal to children. All the Key Words list is covered in the early books, and the later titles use further word lists to develop full reading fluency. The total number of different words which will be learned in the complete reading scheme is nearly two thousand. The gradual introduction of these words, frequent repetition and complete 'carry-over' from book to book, will ensure rapid learning.

The full-colour illustrations have been designed to create a desirable attitude towards learning—by making every child *eager* to read each title. Thus this attractive reading scheme embraces not only the latest findings in word frequency, but also the natural interests and activities of happy children.

Each book contains a list of the new words introduced.

W. MURRAY, the author of the Ladybird Key Words Reading Scheme, is an experienced headmaster, author and lecturer on the teaching of reading. He is co-author, with J. McNally, of 'Key Words to Literacy'—a teacher's book published by The Schoolmaster Publishing Co. Ltd.

THE LADYBIRD KEY WORDS READING SCHEME has 12 graded books in each of its three series—‘a’, ‘b’ and ‘c’. As explained in the handbook ‘Teaching Reading’, these 36 graded books are all written on a controlled vocabulary, and take the learner from the earliest stages of reading to reading fluency.

The ‘a’ series gradually introduces and repeats new words. The parallel ‘b’ series gives the needed further repetition of these words at each stage, but in different context and with different illustrations.

The ‘c’ series is also parallel to the ‘a’ series, and supplies the necessary link with writing and phonic training.

An illustrated booklet—‘Notes for Teachers’—can be obtained free from the publishers. This booklet fully explains the Key Words principle and the Ladybird Key Words Reading Scheme. It also includes information on the reading books, work books and apparatus available, and such details as the vocabulary loading and reading ages of all books.

BOOK 3b

The Ladybird Key Words Reading Scheme

Boys and girls

by W. MURRAY

with illustrations by MARTIN AITCHISON



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Printed in England

Peter and Jane are
at home.

They are at play.

Look at this, says Peter.

We like to jump.

We can jump on this.

We can have some fun
on this.

at play on



Peter and Jane like
to play.

I want to jump on this,
says Peter.

Look at me, Jane.

Look at me.

Up I go.

Up and up and up I go.

It is fun to play on this.

me Up up



Jane wants to play.

I want to play, please,
Jane says.

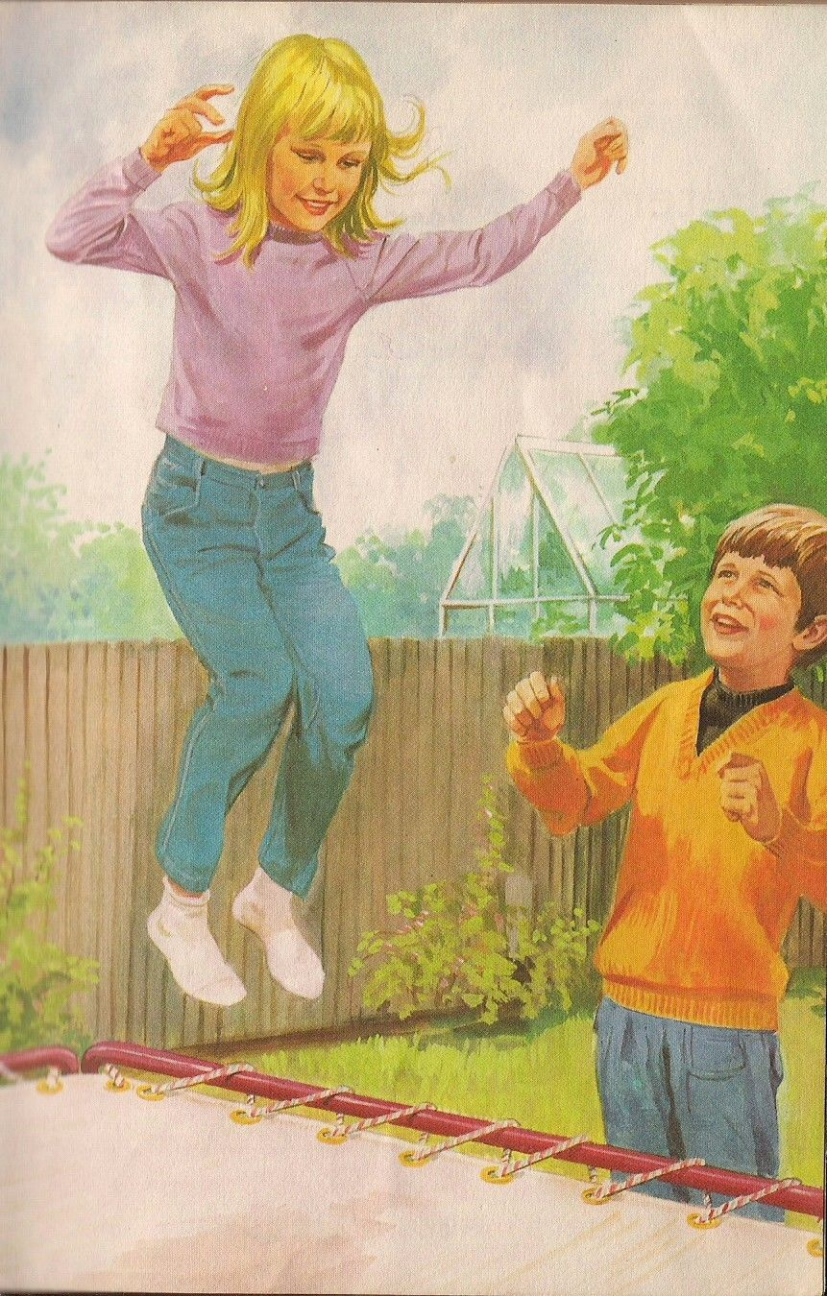
Peter, I want to jump,
please.

Jane jumps up and down.

Up and down I go,
Jane says.

Up and down, up and
down.

Look at me, Peter.



Peter likes to help.

He sees Daddy go up.

He wants to help Daddy.

I want to help you,
he says.

Please can I help you?

Yes, says Daddy, you can
help me.



Here comes Jane with
some tea.

This is for you, Daddy,
Jane says.

Here you are. Here is
some tea for you. Come
down for the tea, please.

Daddy sees Jane with the
tea, and comes down.



Here is Daddy with some apples.

Peter has an apple, and Jane has an apple.

Peter and Jane see Daddy go up and down.

They want to help Daddy with the apples.

an apple apples



Peter and Jane are in
the car with Daddy.

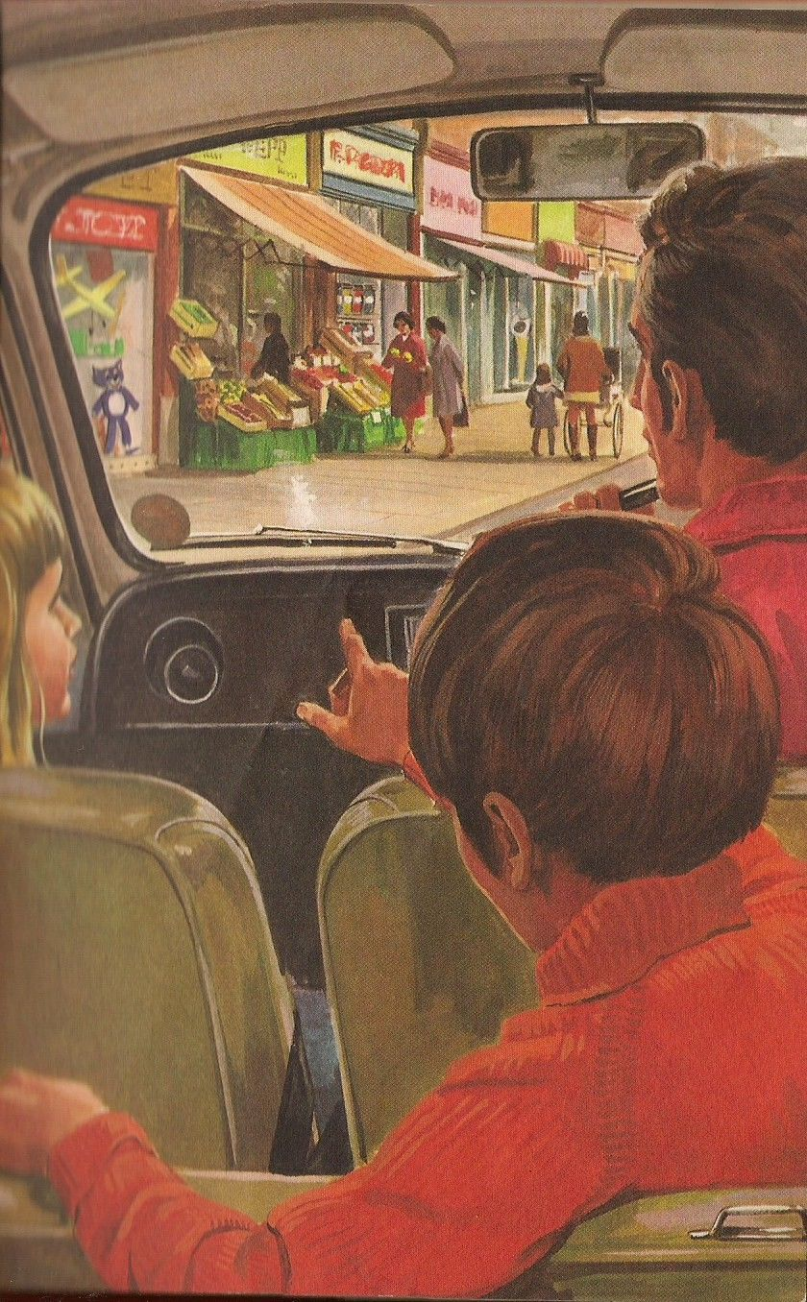
They like it in the car.

Mummy is at home.

They see a toy shop and
a sweet shop.

Peter wants to see the
school.

car Mummy school



They go on to the school.

Here it is, says Peter,
here is the school.

Peter and Jane like the
school.

Here is a cake shop,
says Daddy.

Mummy wants some cakes.

We have to get cakes
for tea.



Here we are at home,
says Daddy.

Peter helps Daddy with
the car, and Jane helps
Mummy get the tea.

Good girl, says Mummy
to Jane.

You are a good girl to
help me like this.

Good good girl



Jane and Peter like to
play with the rabbits.

Peter has one, and Jane
has one.

They are good to the
rabbits.

Peter's rabbit can jump,
and Jane's rabbit
can jump.

The rabbits like Peter
and Jane.



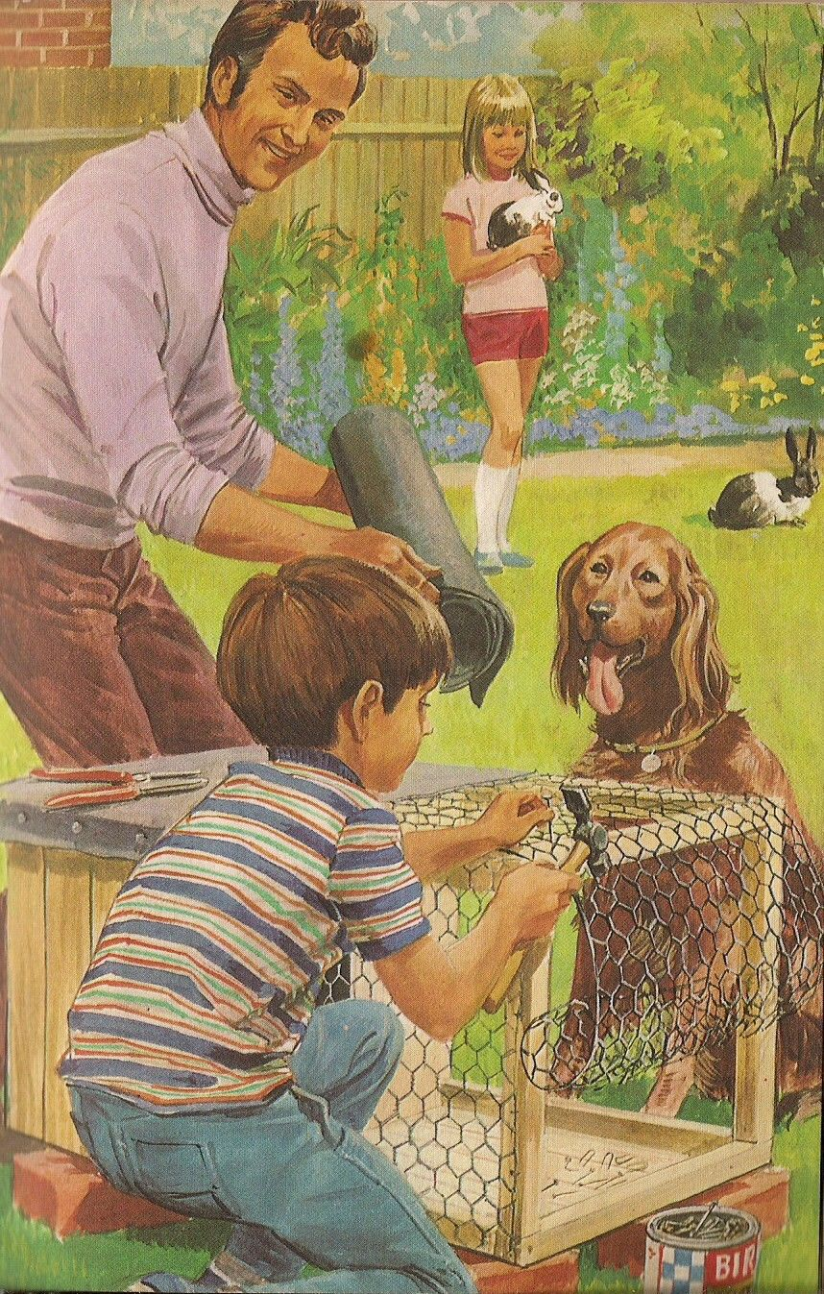
Here is a home for the rabbits.

Daddy helps Peter with it, and the dog looks on.

It is Pat. He is a good dog.

Pat likes rabbits.

He likes to play with the rabbits.



Peter and Jane have
some flowers.

Jane says, Girls like
flowers.

Peter says, Yes, and boys
like flowers.

Jane wants to have a
flower shop.

Peter helps with it.

He gets some red flowers
for Jane.



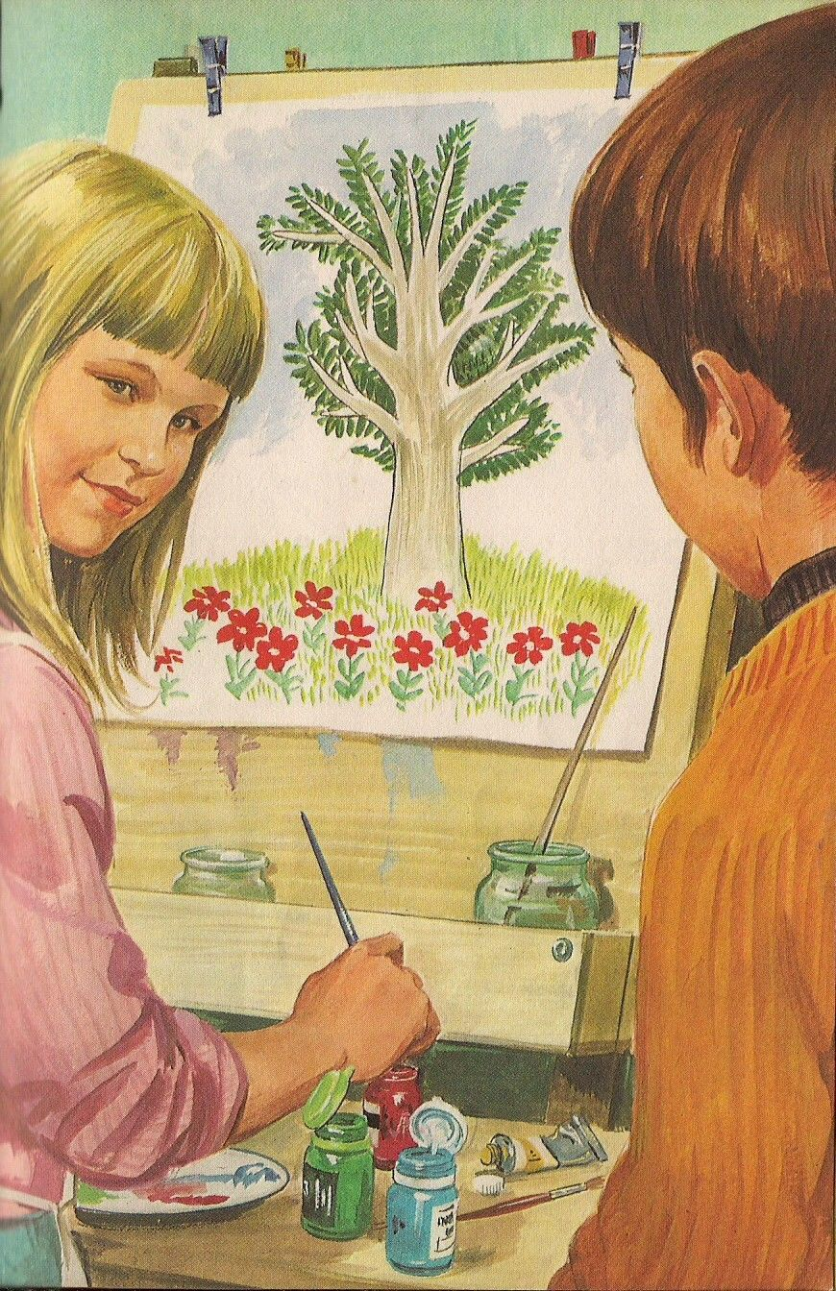
Here is a tree, says Jane,
and here are some
flowers.

Come and look, Peter.

Look at the red flowers
and the tree.

Peter looks.

Yes, he says, I like the tree
and I like the flowers.



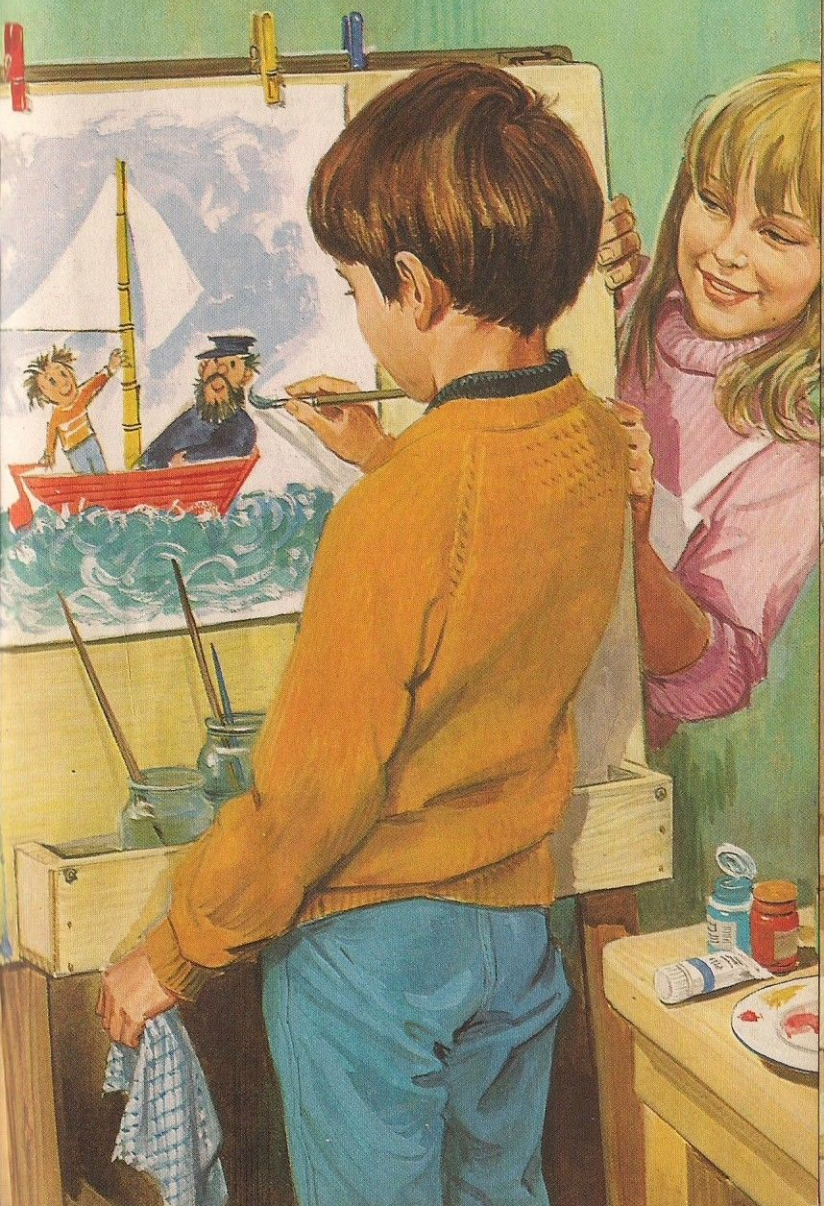
This is a boat, says Peter,
a boat on the water.

Here is a man in a boat.

A boy is with the man.

Have a look, Jane.

Have a look at this red
boat on the water.



I want a boat, says Peter.

I want one to play with.

Please help me, Daddy.

Please help me with this.

I want some help with this.

Yes, says Daddy, I want to help you with the boat.



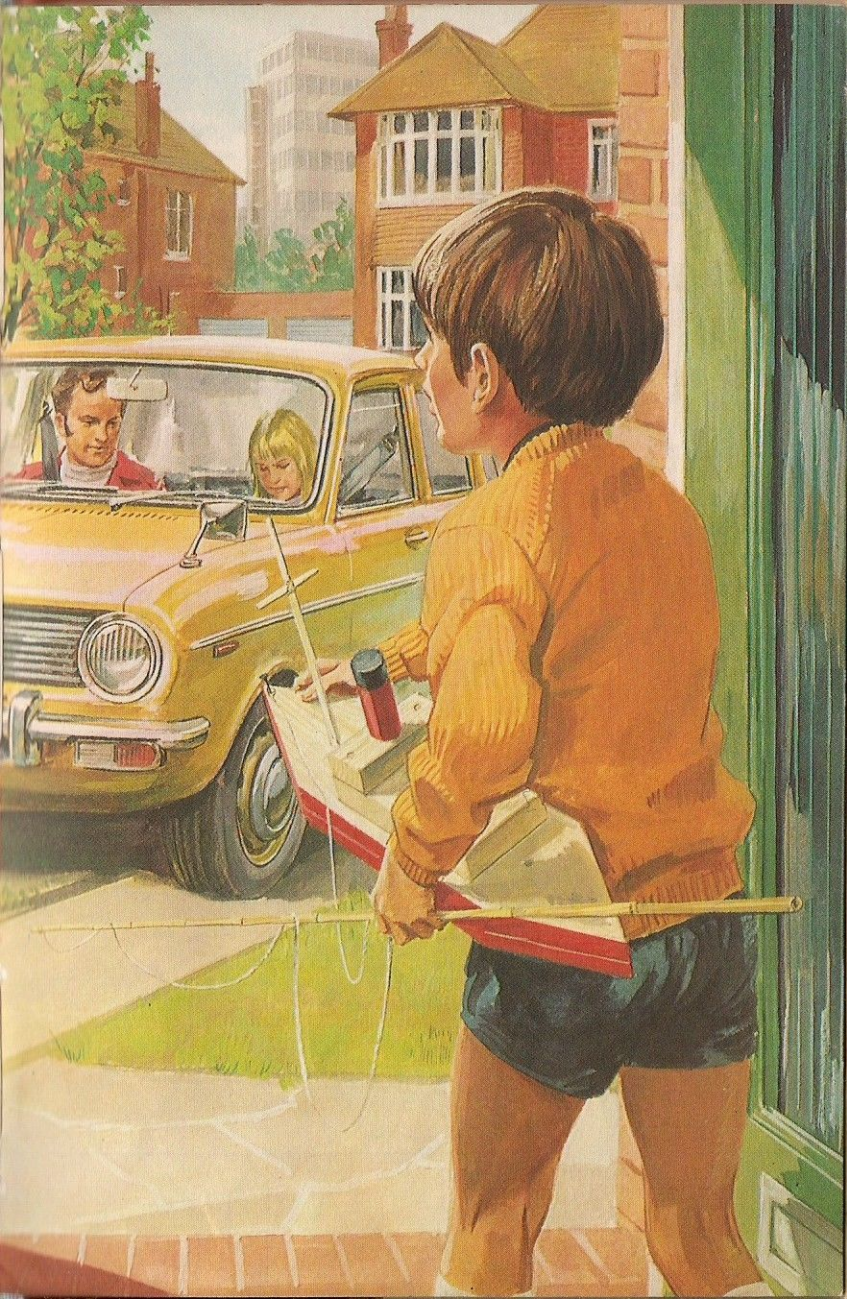
Here is Peter with the
boat.

It is a red one.

He wants to go to the
water with the boat.

Daddy gets the car to go
to the water.

Jane is in the car.



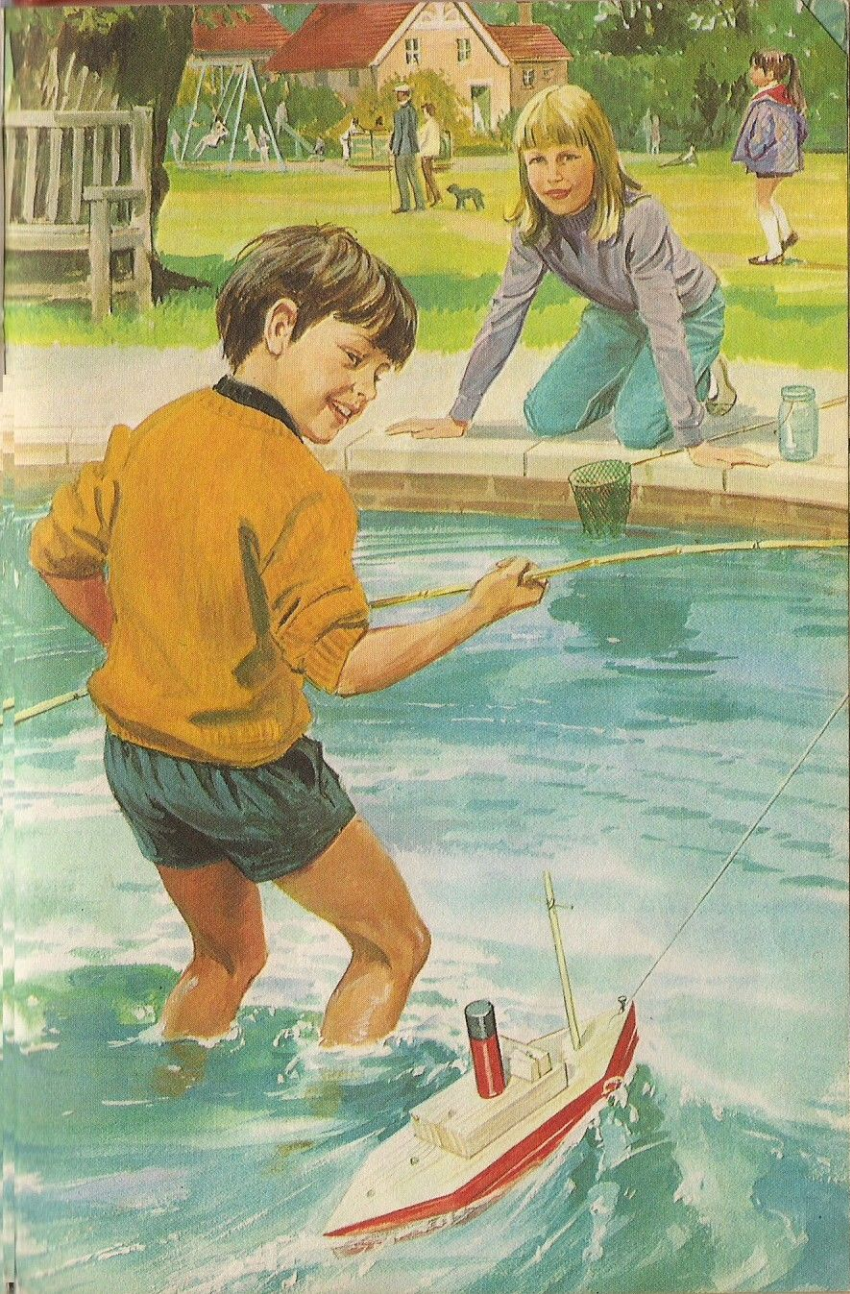
Here they are, at the water.

Peter is in the water with the red boat.

He has fun in the water with the boat.

Can you see a fish in the water? says Jane.

No, says Peter.



Peter sees a man and
a boy.

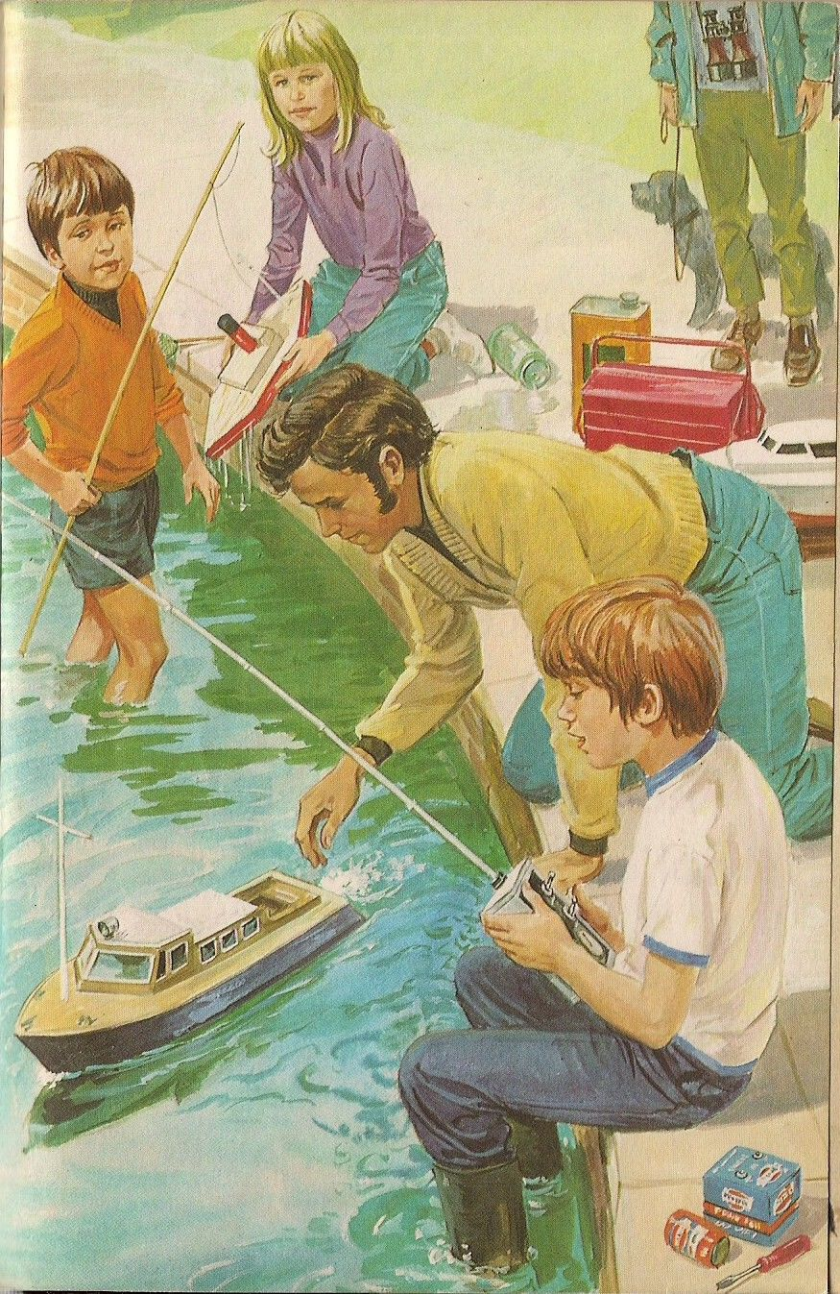
The man has a boat.

It is a Police boat.

Peter says to Jane,
Look at that boat.

That man has a Police
boat.

I like that Police boat.



This is the school.

The boys and girls are
at school.

Here are the Police.

The Police are at the
school.

They have come in a
Police car.

They have come to help
the boys and girls.



Peter has a toy car.

Jane is with Peter.

Jane says, Here is a shop
with apples.

Please get some apples,
Peter.

Go into this shop for
some apples.

Yes, we want some apples,
says Peter.



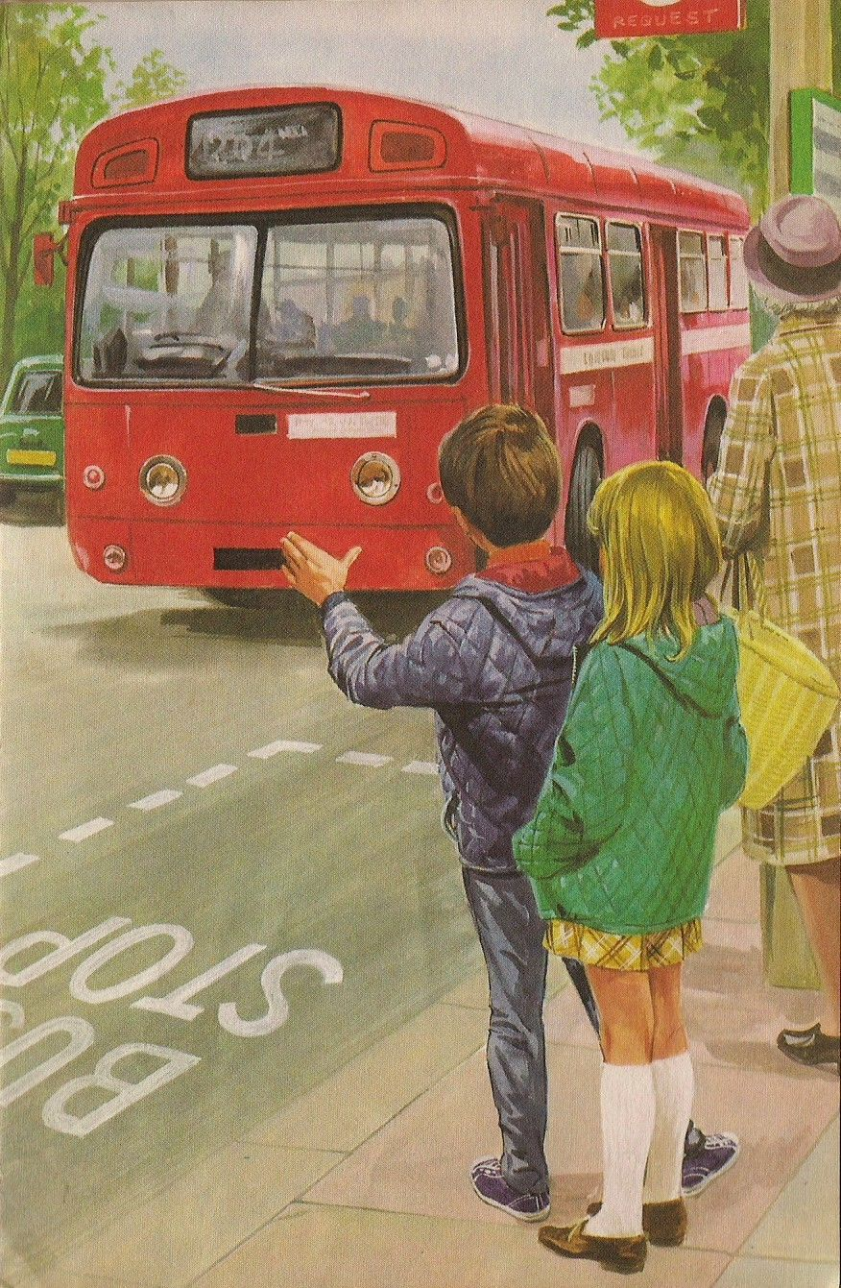
Peter and Jane want to go
to the station to see
the trains.

They like to look at the
trains at the station.

Here they go, on a bus
to the station.

It is a red bus.

They like it on the bus.



The bus has come to the station.

Peter and Jane go into the station.

They like to see the trains.

I like to go on a train with Mummy and Daddy, says Jane.

Yes, it is fun to go on a train, says Peter.



The boy and the girl
are at home.

It was fun at the station,
says Jane.

Yes, it was fun to see the
trains, says Peter.

He gives a ball to Pat.

Mummy gives Peter an
apple, and gives some
cakes to Jane.



The toys go in here,
says Jane.

Mummy says, You have
to go to bed, Jane.

You have to go to bed,
Peter.

Come on, up to bed
you go.

You are a good girl, Jane,
and you are a good
boy, Peter.



New words used in this book

<i>Page</i>		<i>Page</i>	
4	at play on	28	—
6	me up	30	boat man
8	please down	32	—
10	help sees Daddy	34	—
		36	—
12	with tea	38	Police that
14	an apple	40	—
16	car Mummy school	42	—
		44	station train bus
18	cake get	46	—
20	good girl	48	was gives
22	rabbits one	50	bed
24	—		
26	flowers boys red		

Total number of new words 36

The vocabulary of this book is the same as that of the parallel reader 3a.

Number of new words in this book . . 36

All the 16 words from Book 1b and the 27 from Book 2b are also included.

Average repetition per word 11

Capital letters new to this book,
in order of appearance

U, D, M, G.

All the words in this Book 3b are carried forward into Book 4b, which introduces further Key Words.

Inverted commas are not introduced at this early stage of reading. They are brought into use from Book 4a onwards.

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